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17. ABSTRACT (MAX. 250 WORDS)

The program is designed to enhance the student's intellectual development, civic responsibility, economic competence, creativity, sense of values, facility in human relations, and health. The gifted students are generally approached in three main ways within the educational setting. In ability grouping, gifted students are placed together in honors classes or in academically enriched classes if they fail to qualify for honors classes. When sufficient numbers are not available for separate classes, they may be clustered or placed together in a regular class and given special projects of honor quality or academic enrichment. The third way is to accelerate the students by having them skip a semester in junior high school and/or senior high school. They might also be placed in special accelerated programs in mathematics or languages.

Brief descriptions are given for: the summer school honors program; the criteria for selecting honors students; and the method, meaning, and recording of grades. Other aspects of the program include advanced standing granted by certain universities to those who have completed honors courses, emphasis on the importance of homework in the program, and inservice trainin, for teachers.

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PROGRAM FOR INTELLECTUALLY GIFTED

IN JUNIOR AND SENIOR HIGH SCHOOLS

Los Angeles City School Districts

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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OFFICE OF SPECIAL PROGRAMS OF EDUCATION
Division of Secondary Education
1962

Helma B. Coffin, Supervisor

Approved: Robert E. Kelly
Associate Superintendent

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Assistant Superintendent

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Assistant Superintendent

PURPOSES

The purposes of the Program for Intellectually Gifted in the Los Angeles City Secondary Schools are based on the philosophy as stated in Point of View.*

INTELLECTUAL DEVELOPMENT	Growing in knowledge and skills and in ability to think effectively in order to make wise decisions and to take intelligent action
CIVIC RESPONSIBILITY	Becoming a loyal, informed, participating citizen - one who knows the American heritage, who appreciates the principles of American democracy, and who understands local, national, and world conditions
ECONOMIC COMPETENCY	Preparing for success in a vocation, becoming well informed as a consumer, and acquiring basic economic understandings
CREATIVITY	Thinking and acting creatively in many phases of life
VALUES	Developing and cherishing high moral, spiritual, and esthetic values
HUMAN RELATIONS	Learning to live and work harmoniously with others
HEALTH	Developing and maintaining physical and mental health

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*Point of View (1961 Revision. Los Angeles City Schools: Publication No. 470), p. 5.

DESCRIPTION OF PROGRAM

To meet the needs of intellectually gifted pupils in a great urban district, the Los Angeles Secondary Schools utilize a multi-track approach which includes ability grouping, cluster grouping, and pupil or subject acceleration.

ABILITY GROUPING

Honors classes are planned for intellectually gifted pupils who should be offered opportunities for more comprehensive study and enrichment. Such classes may be sections of required academic subjects, or advanced academic electives at any grade level.

Academically Enriched classes are planned for more capable pupils who are not eligible for Honors classes, but who will profit by enrichment of instruction. Such classes may be sections of required subjects, or academic electives at any grade level.

CLUSTER GROUPING

When sufficient numbers of intellectually gifted pupils are not available for a separate Honors class, these pupils may be clustered in an Academically Enriched class or a regular ability class and given special work in depth.

ACCELERATION

Pupil Acceleration

Pupils may be accelerated one semester in junior high school, and one semester in senior high school. Such acceleration is carefully planned on an individual basis to avoid the omission of essential blocks of learning, and to assure the continued academic, social and emotional adjustment of the pupil.

A more liberal acceleration policy may be followed for highly gifted pupils who have an intelligence quotient of approximately 160 or higher as determined by an individual psychological study.*

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*School Policies Relating to Acceleration of Gifted Pupils... (Bulletin No. 8, Division of Secondary Education, Los Angeles City Schools: September 14,1959), p. 2.

Subject Acceleration

Provision is made for gifted pupils to enroll in accelerated sequences in mathematics and foreign languages in the junior high school, and to take advanced work in the senior high school which will enable them to participate in one of the following programs:

Advanced Placement Program

College level courses are given on the high school campus and taught by highly qualified high school teachers. Pupils receive high school credit for satisfactory completion of the courses. Pupils also receive college credit and/or advanced placement under the following conditions:

1. If pupils achieve a satisfactory mark on the advanced placement examinations administered at the high schools through the Educational Testing Service.

2. If the college the pupil elects to attend grants credit and/or advanced placement in recognition of the examination score.

Combined High School - Los Angeles Junior College Program

Each high school may recommend a limited number of 12th grade pupils to enroll in junior college courses, not to exceed five hours per week in the regular day classes on the college campus. Credit for satisfactory completion of these courses may be used by the pupil for high school graduation or advanced standing credit.*

Combined High School - University Programs (Experimental - Limited)

High School - University of California at Los Angeles

A limited number of specially selected 12th grade pupils from schools in the general geographic areas contingent to the university are permitted to enroll in a maximum of two college level courses on the campus of the University of California at Los Angeles. College credit only is earned for successful completion of such courses.

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*Education of Intellectually Gifted Pupils in Los Angeles City Schools (Revised, May 1962), pp. 9 - 10.

High School - University of Southern California

A limited number of specially selected 12th grade pupils are permitted to participate in the Resident Honors Program at the University of Southern California.

Such pupils complete their high school graduation requirements while in residence at the University of Southern California, and return to their high school of residence for graduation. College courses taken other than those used for high school graduation earn college credit.

SUMMER SCHOOL HONORS PROGRAM

Summer school Honors classes are scheduled in academic subjects and may be required or elective courses.

These classes are scheduled four hours each day for the six-week period of summer school, and provide for individual and group research in depth, a seminar approach to study, special field trips, and contact with resource speakers from industry, education and the arts.

All secondary schools may recommend candidates for these classes. Final selection of pupils is made by committee action.

Regular semester, junior or senior high school credit, required or elective, is earned.

CRITERIA FOR SELECTION OF PUPILS FOR HONORS CLASSES*

Pupils are assigned to Honors classes by the school counselor on the bases of:

Recommendation of principals, counselors and teacher - and

Demonstrated high competence and potential in the subject field background necessary for participation in the Honors classes - and

either of the following qualifications:

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*Catalog of Authorized Subjects, Junior and Senior High School (1962 Revision. Los Angeles City Schools: Division of Instructional Services, Publication No. SC-486), p.ix.

Consistent measured academic achievement at least two years above grade placement as measured by standardized test or measured academic achievement at the 95th percentile or higher on a test which is interpreted in percentiles.

An intelligence quotient of approximately 130 or higher as determined by a group mental test, or from a psychological study, or an intelligence quotient at least two standard deviations above the mean for the test used.

SCHOOL MARKS IN HONORS CLASSES FOR GIFTED PUPILS*

In general, in special classes for gifted pupils, "A" marks are considered to be the standard mark to be received by pupils in grades 9 through 12. Pupils in 7th and 8th grades may be enrolled in Honors classes, but are not subject to the "A" criteria policy.

During the first ten weeks of the special class, pupils who are not maintaining "A" quality work receive special counseling and help.

Parents and pupils are counseled that if "A" work is not maintained, the pupil should not continue in the special class.

At the junior high school level, except for unusual circumstances, marks for all pupils in Honors classes should be consistent with marks previously received in the same subject matter field.

NUMERICAL VALUE OF MARKS FOR THE PURPOSE OF RANKING IN CLASS**

One additional grade point is added to each passing mark received in Honors classes which conform in every respect to the description of such classes contained in the Catalog of Authorized Subjects.

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*School Policies Relating to...School Marks in Special Classes for Gifted Pupils (Bulletin No. 8, Division of Secondary Education, Los Angeles City Schools: September 14, 1959), p. 2.

**Numerical Value of Marks for the Purpose of Ranking in Class (Bulletin No. 5, Division of Secondary Education, Los Angeles City Schools: September 19, 1960), p. 1.

RECORDING CLASSES ON CUMULATIVE RECORD

Record of Special Classes. In order that the cumulative record of a pupil will reflect any special work that he has completed, the authorized abbreviation for a special class...should be included when credits and marks are being recorded.*

Honors classes are identified by using the code letter H and class title as it is designated in the Catalog of Authorized Subjects.**

Academically Enriched classes are identified by using the code letters AE and class title as it is designated in the Catalog of Authorized Subjects.**

DESIGNATION OF HONORS DIPLOMA

In order to designate superior quality of work performed by students, two degrees of distinction are recognized on the senior high school diploma. These are based on the student's grade point average for work completed in Grades B10 thrcugh B12, in all subject fields except physical education, and will be designated by the following special seals:

Gold Seal -- High Honors
For pupils who have achieved an "A" average or "A-" average
(grade point average of 3.6 to 4.0 inclusive)

Silver Seal -- Honors
For pupils who have achieved a "B" average or "B+" average
(grade point average of 3.0 to 3.59 inclusive)***

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*Counselor's Handbook (Experimental Edition, 1961. Evaluation and Research Section Report No. 232, Los Angeles City Schools:), Item 1111-7.

**Catalog of Authorized Subjects, Junior and Senior High School op. cit., p. ix.

***Graduation Requirements and Curricula, Junior and Senior High School (1961 Revision. Los Angeles City Schools: Division of Instructional Services, Publication No. SC-489), p. 23.

Pupils may receive only that seal which meets the highest qualification. A student may not receive both a silver and gold seal.

The policy of granting gold-seal and silver-seal diplomas will not affect the usual gold seal granted by the California Scholarship Federation. Changes in design of the diplomas permits the affixing of both the honor seal and the seal awarded by the C.S.F.

ADVANCED STANDING CREDIT

In general, advanced standing credit for courses taken before high school graduation is granted at the discretion of the college or university concerned. The University of California grants advanced standing credit if the following conditions are met:

1. The course was taken after completion of the 11th grade.

2. The course is reported on a valid transcript issued by the college or junior college which conducted the course.

3. A mark of "C" or better is assigned for the course.

4. Credit for the course was not used by the high school to meet graduation requirements.

5. The course is not needed to meet subject or scholastic requirements for admission to the university.

6. The applicant is eligible for admission to the university upon graduation from high school.*

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*Ruling - University of California Board of Admissions and Relations with Schools, May 1961.

HOMEWORK FOR GIFTED PUPILS

Homework is a necessary part of every pupil's educational program. Meaningful homework is reasonable; is related to classwork and the goals of the course of study; emphasizes quality rather than quantity; and is consistent with the ability and maturity of the pupils. Assignments should be purposeful, clear, and based on an analysis of the needs and interests of intellectually gifted pupils.

Homework is purposeful when it permits the pupil to complete assignments begun in class; develops good work habits and a responsibility for completing tasks when they are due; and provides opportunities for pupils to engage in creative projects and research in the areas of their developing interests.

It is the responsibility of the principal to implement the homework policy. It is the responsibility of the teacher to establish clearly defined goals, be specific regarding the work to be completed, and utilize and evaluate the completed assignments.

A guide for secondary schools in developing a homework schedule is provided in Graduation Requirements and Curricula.*

IN-SERVICE TRAINING FOR TEACHERS

A comprehensive in-service training program for teachers of classes for intellectually gifted pupils is maintained. Institute meetings and workshops are given throughout the school year and summer.

These focus on techniques of teaching, suitable instructional materials, the development of objective bases for evaluating school work, improvement in subject field knowledge, review of professional literature, and meeting with resource people recognized as leaders in the education of the gifted.

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*Graduation Requirements and Curricula, Junior and Senior High School op. cit., pp. 6 - 7.